

Differences between Facilitating with Members and Youth

The *Roadmap* was designed specifically for the middle-school age developmental stage, so keeping members engaged in the curriculum will be different from keeping youth engaged. This document outlines some of the key differences and provides suggestions for addressing them with members.

Key Differences and How to Address Them

Repetition

- ⇒ Repetition can be a valuable learning tool. Research indicates that as repetition is used increasingly throughout a person's life, they require a fewer number of repetitions to learn the same information. For example: When a child is learning their first language, in the beginning it may take some 500 repetitions for the child to learn one word. A couple of years later, they may only need a word to be repeated 2-3 times before learning it. (From "The Role of Repetition in Learning" at <http://www.vibrantelectroniccourse.com/Education/p12.htm>)
- ⇒ The *Roadmap* uses repetition of learning objectives and themes to increase retention of information. While adults may not need as much repetition to learn the same information, middle-school aged youth will benefit from having the amount of repetition that is in the *Roadmap*.
- ⇒ **How to Address this with Members:** Since it is required to go through all of the units and their activities, lessons, and reflections, it is important to acknowledge to members that some of them may find the curriculum too repetitive. Scheduling can play an important role in addressing this issue. If breaks from the curriculum are used in between the facilitation of units, the repetition can become a valuable review for members. One way this could be done is by scheduling service projects or other trainings in between unit facilitation. For example: If a team typically meets once a week to facilitate one unit of the *Roadmap*, facilitation could be spread over 10-12 weeks instead of seven weeks in a row. Off-weeks could be used intermittently to meet other goals of the team meetings.

Previous Knowledge and Experience

- ⇒ The *Roadmap* is designed for youth who have little experience with or knowledge about civic engagement. Members are more likely to have previous experience and knowledge around civic engagement and the historical aspects of the curriculum. However, it is important to note that members' experience with civic engagement will probably be varied. Some members may have a great deal of training and learning about civic engagement while others may have very little.
- ⇒ It is important to note that there are growing trends in youth volunteerism and service-learning. It is therefore increasingly likely that youth may also have previous experience with volunteering and/or civic engagement.
- ⇒ Members are also more likely to have developed and organized a variety of projects before going through the *Roadmap* than youth. They will probably need less guidance on the project planning portion of the process than youth. One way to encourage skill-building would be to encourage members to try out areas of project planning that they don't have experience with.

- ⇒ **How to Address this with Members:** Acknowledge to members that this may be a review for some of them. Encourage them to try to look at the information in a new way. Supplemental readings and activities that take the learning objectives deeper can also help address this while encouraging members to have a meaningful conversation with each other. Members with more previous knowledge about civic engagement could also be encouraged to lead some of these supplemental discussions or activities.

Educational Background

- ⇒ Members will have completed more education than youth participants and have a wider range of knowledge to draw from for discussions. However, members may have been out of a school or learning environment for a long time and may need to adjust to being in a learning environment.
- ⇒ Members will most likely also have a wider range of educational experiences. While a group of youth will probably all be at a similar point in their education (within a couple grade levels of each other), members could range from those who have recently completed high school or a GED to those who have completed a Master's Degrees.
- ⇒ Members may also remember less about the historical learning objectives covered in the curriculum since it has been longer since they learned them in school.
- ⇒ **How to Address this with Members:** Emphasize with members that they are all coming to this process with different experiences, and acknowledge that the learning objectives may be a review for some of them. Also emphasize that although there is learning involved, it isn't going to be like a classroom and it may take time to adjust to the learning environment.